



**English Language Arts
Grade 3
Fall 2005**

**Writing from Knowledge and Experience
Released Item # 31
Scoring Guide**



WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: USING YOUR IMAGINATION

People can have fun when they use their imaginations. A good imagination can make playing or working more fun. Sometimes, a good imagination can be used in a serious way to solve problems.

Do **ONLY ONE** of the following:

tell about a time you used your imagination to solve a problem

OR

explain how you can use your imagination to make something more interesting

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces starting on pages 23 and 24. Only the writing on the two lined pages will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3A, STOP.

**PART 3A: CHECKLIST FOR
WRITING FROM KNOWLEDGE AND EXPERIENCE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on pages 23 and 24.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

**Michigan Educational Assessment Program
Writing from Knowledge and Experience
Grades 3-8
Holistic Score Point Descriptions**

Here is an explanation of what scorers think about as they score this writing:

- 6** The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

Anchor Paper 1 – Score Point 1

I used my imagination when
I was in my new house. I imagined
I was in the old house.

**Anchor Paper 1
Score Point 1**

This response is too undeveloped to be focused, with only one brief idea (*I used my imagination when I was in my New house*) and one additional detail (*I imagined I was in the old House*). It is too minimal to demonstrate control over connections between ideas or organization.

Anchor Paper 2 – Score Point 1

One day my imagination was in Bini Botm
I saw Spung Bag in the Pienappoel
home I saw Paktrik, Plantan, Mr crads,
Sigwuord, Sandie Spung Bod Lost
his name tag then He call Prakture
He said I Fond it,

Anchor Paper 2
Score Point 1

The writer addresses the topic (*One day my imagination I was in Bini Botm*), and lists a few details (*I saw spung Bag in the Pienappoel home. I saw Paktrik, Plantan, Mr crads, Sigwuord, Sandie*), but ideas remain undeveloped and unconnected except for two details (*Spung Bod Lost his name tag then He call Prakture He said I Fond it*). No organizational structure is evident, and the lack of control over writing conventions makes the writing difficult to understand.

Anchor Paper 3 – Score Point 2

When I don't have someone
to play with I am bored then
I imagine that im' fixing
+ going to France an to
see people and see
the eifel tower.

**Anchor Paper 3
Score Point 2**

While this very brief response is underdeveloped, ideas show some connection to the prompt and to each other, as well as some sequencing: no one to play with results in boredom, boredom requires imagination, imagination takes a flight to France, in France there are people and the Eiffel tower. Vocabulary is limited.

Anchor Paper 4 – Score Point 2

I use my amagoshon to become a doctor.

I think doctor's are cool because they help pepol alot.

like when your sick he ^{will give you} some medason to help you feel beter.

When you are a doctor you have to know what kind of medeson to give pepole. doctors get medeson from all kinds of things like plants. You have to be hilye trand to be a doctor. some doctor's envent medeson. Sientist are like doctors. Sientist envent things to. They also find other planets.

doctor's first findout whats wrong then they do what they have to do to make you better. doctors do all that just for you. thats why doctors are cool.

Anchor Paper 4
Score Point 2

This response opens with an idea that responds to the prompt (*I use my amagoshon to become a doctor. I think doctor's are cool because they help pepol alot*), but what follows is a loosely-connected list of ideas about doctors (*When you are a doctor you have to know what kind of medeson to give pepole. doctors get medeson from all kinds of things like plants*). Focus is lost entirely when the writer attempts to compare doctors to scientists (*Sientist are like doctors. Sientist envent things to. They also find other planets*), but then returns to the general topic. Ideas are underdeveloped, but a few ideas are briefly expanded upon (*like when your sick he will give you some medason to help you feel beter*). An attempt is made to organize by tying the beginning to the end (*Thats why doctors are cool*).

Anchor Paper 5 – Score Point 2

There are lots of ways to use your
imagination you can have an imaginary
friend, house, even family!!! Kids
all over the world have imagination
no one doesn't have imagination!!!
There are other ways to use
imagination than imaginary people
you can use your imagination
for movies or plays, art, and
other things. imagination
is what makes playing or
problem solving and working
more fun and so no one
gets in fights while they
solve a problem or
working. it can also
make playing fun and
more interesting. a lot
of people have an imagination
that stuffed animals are

real or dolls but they arnt. My little

brother has an imaginary friend his name

is f and f has

a dog. my little brother has

a wild imagination I used

to have an imaginary friend.

her name was s

Anchor Paper 5
Score Point 2

The writing is only occasionally focused. The opening relates to the prompt (*there are lots of ways to use your imagination*) and is minimally developed with several general ideas loosely connected to the topic (*imagination is what makes playing or problem solving and working more fun and so no one gets in fights while they solving a problem or working*). The random presentation of the content creates no consistent focus for the writing, and ideas are underdeveloped and unclear. Vocabulary is general and limited. Limited control over writing conventions, especially sentence structure (*a lot of people have an imagination that stuffed animals are real or dolls but they aren't*) makes the writing sometimes difficult to understand.

Anchor Paper 6 – Score Point 3

In a dream I had I owned a hitty shop. I had to feed them and take care of them. It was called The hitty shop. I was the owner. All the hitties were so cute!!!! And every day I came home I was greeted with more than ten hitties!! I slept and woke up to go to work every day! If I could have that job in real life that would be the best!!!!!!

Anchor Paper 6
Score Point 3

The writing is focused on the writer's dream (*In a dream I had I owned a kitty shop*), which is developed with a few limited details (*It was called The kitty shop. I was the owner. All the kitties were so cute!!!! And every day I came home I was greeted with more than ten kitties!!*). Some control of language and writing conventions is shown, but vocabulary is basic.

One day I missed My friend
and I had no friend to play
with and I sat on my bed
and I saw something.
It looked like my friend.
So I got up an we dance,
and I had fun but I do not
aboute her.
I said that I was tird so
we sat down and had some
food and stuf and she said
I have to go and we bouth
of us said By and she was
gone so I said to myself
I was defilente useing my
Imagination. that's all for
now.

The End

Anchor Paper 7
Score Point 3

The writing is somewhat clear and focused on a fun time with an imaginary friend. That idea is developed with some details about the play activities (*I said that I was tird so we sat down had some food and stuf and she said I have to go and we bouth of us said By and she was gone*). The writing has a simple narrative organizational structure, with ideas that are connected and sequenced in order (*so I said to myself I was defilente useing my Imagination. That's all for now*). Incomplete mastery over writing conventions and language interfere with meaning some of the time (*So I got up an we dance. and I had fun but I do not aboute her*).

Anchor Paper 8 – Score Point 3

A way you could make things interesting is use your imagination. For example make a game out of cleaning. Instead of mopping the floor turn it into a hockey game. The mop is the stick and you could imagine the other players you could use something for a puck and imagine the wall was the net and then play hockey and mop at the same time. Or instead of putting block away you could make a basket ball game out of it. You can do anything with your imagination. Another thing is instead of cleaning up ~~left~~ make a big thingy and throw that in the box

**Anchor Paper 8
Score Point 3**

The writing is somewhat clear and focused on ways to use imagination to make a game of various cleaning chores. The idea of the hockey game is given some development (*Instead of mopping the floor turn it into a hockey game. The mop is the stick and you could imagine the other players you would use something for a puck and imagine the wall was the net and then play hockey and mop at the same time*). Two additional examples are listed at the end, but are not developed. The language shows some control, but vocabulary remains basic.

Anchor Paper 9 – Score Point 4

Many people use their imaginations to solve a problem. A guy didn't like his juice hot in the summer time. Boom! The popsicle was invented. Lots of people didn't like melted coconut in the summer. Bam! Live savers were invented. People that were overwatered and couldn't reach their shoe laces. Bang! Zippers were invented. Now you see that there are many inventions you can make with your **I M A G I N A T I O N**.

**Anchor Paper 9
Score Point 4**

This response is generally clear and tightly focused on examples of people using their imagination to solve problems. This main idea is briefly but evenly developed with several examples (*A guy didn't like his juice hot in the summer time. Boom! The popsicle was invented*). There is a simple but clear organizational structure. The writer's word choice and command of language supports meaning (*Bam! Live savers were invented*), and the purposeful repetition of sentence structures adds to the writing's coherence. Lapses in writing conventions do not interfere with meaning.

Anchor Paper 10 – Score Point 4

You can use your imagination for lots of things. I like using my imagination for lots of things too, but mostly I like using it for making things more interesting. Take a book for example. Now if you read it not very interesting. But if you imagine it as you read it makes it a lot more interesting. If you're doing a study that is taking very long try to make it interesting. If you're "studying" snakes and your teacher keeps on taking, you can start to imagine the different kinds of snakes. You should use your imagination to make things more interesting. OK.

Anchor Paper 10
Score Point 4

The writing is generally clear and focused. Ideas are appropriately developed with a few relevant examples (*Take a book for example. Now if you read it not very interesting. But if you imagine it as you read it makes it a lot more interesting*). The response has a functional organizational structure and shows some command of language (*If your studying snakes and your teacher keeps on taking, you can start to imagine the different kinds of snakes*). Lapses in writing conventions are not distracting.

Anchor Paper 11 – Score Point 4

The way i would solve a problem is say i am sorry and wate till thay say sorry to. If thay do not say sorry, then wake away and get a coflik maniger and the cofleked maniger shoud have you and your friend together agen. But if that same person dose not want to be friend The cofleked maniger shoud go get a teacher and the teacher shoud be abal to solve it. But if she still dose not lisen to the teacher, shod say i am sorry but she dose not want to be your friend. But some day you will be friends agen. But if she dose not ever lisen to the teacher or you or the cofleked maniger, maby you shoud find a nice that lisen to the teacher and

the coflick maniger, and you. And if you
if you now some one that is mean
you should let that mean person,
to see you being nice to your
friend. And maybe someday you will
be friend with that mean person
because that mean person is nice.
It worked with me.

Anchor Paper 11
Score Point 4

This response is generally focused on the portion of the prompt that refers to solving problems. Content is developed appropriately with coherent step-by-step instructions (*If they do not say sorry, then wake away and get a coflick maniger and the cofleked maniger shoud have you and your friend together agen. But if that same person Dose not want to be friends The cofleked maniger shoud go get a techer and the techer shoud be abal to solve it. But if she still nouse not lisen...*) that lead to the brief closing (*And mabe someday you will be friend with that mean person becuas that mean person is nice. It worked with me*). Although spelling errors are numerous, sentence structures are mostly controlled and there is some word choice that moves beyond the basic (*coflick maniger, shoud be abal to solve it*), demonstrating some command of language.

→ Imagination can come through at the dullest times. Let me tell you about how Imagination made a hot problem into a cool solution. It all started on a hot day. I was outside with my friend ^D and brother ^A. We sat on the wooden swing on my porch licking melting ice cream cones. "Let's do something," I suggested. ^D looked at me like she thought I was the best thing since ice cream. The three of us talked and argued until we decide to play in the sprinkler. Mom said we could put it under the tramp to make things more interesting. I got the sprinkler. ^D and my mom hooked up the sprinkler and dragged it out to the tramp. A turned on the sprinkler. All three of us got on the tramp, but the sprinkler

didn't reach. We tried everything
until I took ^{the} off of the sprinkler.
"Water tag!" I yelled and we
sprayed each other with the hose.
That's why you can't have enough
imagination.

Anchor Paper 12

Score Point 5

The writing is focused on a time when the writer used her imagination to make a dull day more interesting. Ideas are well developed with relevant details (*It all started on a hot day. I was outside with my friend D and brother A. We sat on the wooden swing on my porch licking melting ice cream cones*). After a strong introduction, the writer effectively moves the reader through the narrative (*All three of us got on the tramp, but the sprinkler didn't reach. We tried everything until I took the hose off of the sprinkler. "Water tag," I yelled....*), and there is a sense of wholeness. The writer's precise word choice (*made a hot problem into a cool solution, make things more interesting, dragged it out*) demonstrates a command of language (*D looked at me like she thought I was the best thing since ice cream*).

Anchor Paper 13 – Score Point 5

When I watch the parade on TV I use my imagination interesting and a little complicated. I made it interesting by thinking when a person threw their stick it will fall into a tuba, the tuba will blow out the stick and land inside a drummer's hand, and will use it to make a loud sound. But it didn't do anything so the drummer got mad and threw it into the air and landed in a flute. When the person blew into the flute it landed into some buddy's pop. The owner of the pop thought it was a straw and when he sucked on it he got sick and threw up everywhere! You might say it's gross but wait till you hear this. The stick landed in a bend's mouth and the bend sucked the stick and spit

it out and it landed on the stick's
owner's head so she picked it up
and everything went back to normal
except the stick's owner thinking why
was the stick so dirty The End.

Anchor Paper 13
Score Point 5

This response is well focused on making a parade more interesting by imagining the path of a stick moving through the crowd. The ideas are well developed with relevant examples at each step along the stick's path (*The tuba will blow out the stick and land inside a drummer's hand, and will use it to make a loud sound. But it didn't do anything so the drummer got mad and threw it into the air and landed in a flute. When the person blew into the flute it landed into somebuddys pop. The owner of the pop thought it was a straw and when he sucked on it he got sick and threw up everywhere!*). The writer demonstrates control over organization in clearly describing the rapid movement of the stick until the closing, when the stick returns to its owner (*...and everything went back to normal except the sticks owner thinking why was the stick so dirty*). The response demonstrates a command of language, including precise word choice (*interesting and a little complatead, threw up everywhere, you might say it's gross, back to normal*). Lapses in writing conventions are hardly noticeable.

I us my imagination because some day I mite want to write a story about some fanny things. Maybe I would write about: Once there was a girl who went to the wood to get some berries. She saw a silly looking egg. She ran back home, she told her dad about the silly looking egg. So they both ran back to the forest. her dad told her to stay away from the egg. The next day she went to the forest to see if the egg is life and it did. There staid was a little dragon. So she named him herb! She played with the dragon every day. She took care of it. Every day he grow bigger and bigger. She loved that dragon but one day he grow big eno. he to live on its own. She was so sad that he had to. The next day he fly off to a

better place. Then a couple
days later she went to get
berries. There staed was hrebe.
She was so happy she ran over and
hag him. The End! Thats a story
maybe one day you or I could
write about!

Anchor Paper 14

Score Point 5

The writing is focused on using imagination to write a story (*I us my imagination because some day I mite want to write a story about some funny things Maybe I would write about*). Content, in the form of an imaginative story, is well developed with relevant details (*The next day she went to the forste to see if the egg hachte and it did. There staed was a litte Dragon. So she named him herb!*). Connections between ideas effectively move the reader through the text (*Evry day he grew biger and biger. She Loved that dragon. But oned day he grew big enofe to live on its onw. She was so sad that he had to*). Word choice is precise, and language is generally well controlled. Occasional lapses in writing conventions do not interfere with meaning.

The Kid Who Used His Imagination

Once there was a kid named C who loved baseball. He and his dad went to a baseball feild everyday. When he went to sleep he had this one dream about him playing pro baseball for his favorite team the Detroit Tigers. C was the Detroit Tiger's shortstop. They were playing the St. Louis Cardinals the team that he hated. C was up at bat he hesitated a little bit because it was his first game. The first pitch he swung and mist for strike one. Then he hit a foul ball for strike two. Then a pitch came right down the middle C leaned back and pow he blasted the pitch to center feild he hit his first homerun of the season. The rest of the team in the

dugout jumped up and cheered, so did the fans. The score was 1-0 Detroit Tigers. All of a sudden his alarm clock rang and he woke up. But he didn't want to wake up because he wanted to know who won, but it was too late for that.

Anchor Paper 15
Score Point 6

In this compelling response, the writing is exceptionally clear and focused. The ideas are thoroughly developed with relevant details (*C was the Detroit Tiger's shortstop. They were playing the St. Louis Cardinals the team that he hated. C was up at bat he hesitated a little bit because it was his first game*). The writer's control is evident in the effective use of words and phrases that connect ideas naturally through the text (*the first pitch, then he hit, all of a sudden*) and in bringing the story to an effective close with a ringing alarm clock. The language is precise and contributes to the clarity and development of ideas (*hesitated a little bit, he swung and mist for strike one, pitch came right down the middle, jumped up and cheered*). The writing demonstrates a control of conventions that contributes to its effect.

It was a cool winter morning when K ran downstairs from her bed room and sat at the kitchen table. "Slow down sweet heart I wouldn't want you to have a heart attack," said K's mother. "I'm sorry, I'm just so excited about making a float for the parade!" K said. K ran to the cabinets looking for cereal she grabbed Coco Puffs. Then she got a bowl and some milk. She quickly chugged down her Coco Puffs. K ran threw the front door and pulled out her mountain bike, then she took off. She scrambled down the street and ended up at her school. She ran in and saw her friends J and L sitting on some stools. They both looked so bummed out when K was the happiest she'd ever been. "What's wrong guys this is supposed to be fun?"

K said confused. "We don't have any good props to make our float." said L ready to cry. There stood two big roles of string, some cotton, sparkles, paint, cardboard boxes, and some sheets of paper. "Well this really is depressing. But I'm sure if we use our imagination we can think of something" said K. They all thought for the longest of time but still nothing. "Am I in heaven yet?" said J. "That's it!" said K. "We can do a big float with clouds and angels just like heaven!" K said smiling. "Yah!" they all screamed. They got hard to work. They cut things apart and glued things together. The next day it was the parade their float was first. J, L, and K were angels. Clouds were behind them and sparkles fell down they were proud!

Anchor Paper 16
Score Point 6

The writing is exceptionally clear, developed and focused (*“Slow down sweet heart I wouldn’t want you to have a heart attack.” said K’s mother. “Im sorry, I’m just so exsited about making a float for the paraid!” K said*). The writer’s control over organization is evident in this opening, which sets the scene, introducing K and her enthusiasm for the parade float. Ideas are developed with relevant details and dialog, creating connections that move the reader smoothly and naturally through the text (*K ran threw the front door and pulled out her mountin bike, then she took off. She scrambled down the street and ended up at her school*). The writer shows a mature command of language in the use of dialog and precise word choice (*grabbed, quickly chugged down her Coco Puffs, confused, ready to cry, K said smileing*), that results in a compelling piece of writing. Although minor errors are present, the mastery of writing conventions contributes to the effect of the response.